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ABSTRACT

This manual presents strategies that are intended for use by support staff to retain nontraditional male and female students in secondary vocational education programs. They may also be applicable to postsecondary and adult vocational students. Strategies are divided into five major categories: policy, inservice (workshops and training activities on retention awareness), curriculum support, self-awareness, and networking (public relations ideas and activities and strategies). Each strategy is presented on a separate page. First, a statement of the strategy tells who is involved and what is expected. Then, three sections, (1) to identify different methods to implement the strategy, (2) to present concerns and offer guidelines, and (3) to provide a plan for action that may offer more guidelines, offer resources and guide the implementer to the appendixes where supplemental activities and materials are to be found. Appendixes are divided into the five major strategy divisions that contain the supplemental materials mentioned in the main section of the manual. The materials are marked as transparency, activity, or written information. (YLB)

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RETENTION OF NONTRADITIONAL VOCATIONAL STUDENTS: STRATEGIES FOR SUPPORT STAFF

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FOREWORD

This model has been designed for use by Missouri secondary vocational educators to retain nontraditional male and female students in vocational education programs. However this is not to say that this model is not applicable to post-secondary vocational education students. It is useful to not only the secondary population of students, but adult vocational students as well. The strategies presented are based on logic, need, and past studies in the field that examine the retention issue in regard to nontraditional students. Many of the strategies utilize the many resources available through the Instructional Materials Laboratory at UMC as well as resources available through other states and clearinghouses.

The model is intended for implementation into any service area. The strategies developed in this model were suggested by those professionals and their colleagues active in the field of vocational education in the state of Missouri. They are reasonable, applicable, and have practical implications for the local practitioner concerned with the retention of students in vocational education. It is not restricted in its content; however, many of the strategies do focus on females and the Technical and Industrial areas. By the same token, the model is not intended solely for the use of retaining females in vocational programs. The use of the model should be for males into female intensive vocational areas, as well as, retaining any vocational student identified as nontraditional. For example, many of the strategies are applicable to the low or under achiever as well as the handicapped student.

Missouri educators should use the strategies, the methods, guidelines, and plans to implement the strategies as a guide. The model's strategies are by no means complete, but with the user's creativity, ideas can be expanded upon and new ideas can take shape. Recruitment of the nontraditional student

is only part of the solution. The student must be retained in the class in order for skill development and appropriate job placement to take place. Hopefully, this model fulfills this need.

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THE PROBLEM: RETENTION

Recruitment of nontraditional students embraces one set of strategies unique to the problem of recruitment. A student, enrolled in a vocational class, is not an assurance to the vocational education administration, teacher, or staff that the student will remain enrolled at class time. The student may change his/her schedule after coursework starts at the beginning of the semester. In fact, many students drop out during these times.

Nontraditional female enrollees change their enrollment for many reasons: marriage, children, household responsibilities, peer or parental pressure. During the vocational course, many students drop out for similar reasons but also for the following reasons: the class was not as they expected,or the students lack time management skills and appropriate academic preparation, Many of these reasons are external and beyond the control of vocational educators, but by the same token, many of the reasons can be addressed by the vocational educator. Therefore the purpose of this manual is to suggest strategies to overcome many of the retention problems within the control of the vocational educator.

The following outlines reasons why retention of the nontraditional student is so vital to our national interest.

1. The labor force participation of males and females is approaching an equal 50/50 status. More and more people are finding an economic reason for working.
2. Even though equal numbers of men and women are working, women are concentrated in low productivity and low paying jobs.
3. Women are typically found in what are known as the "feminine" low paying jobs, yet one out of four women are heads of households.
4. Women typify an underutilization of our human resources if they experience occupational segregation and jobs with no career opportunities.

5. More and more men are breaking the barriers and entering the traditional female occupations of business and health related occupations.

6. Women still seem to be educated and trained in fields linked with their sex. Vocational education can take a step to offer highly technical skills to women in areas that offer comparable salaries and career ladders.

HOW TO USE THESE MATERIALS

I. Who is to Use these Materials?

The retention materials are intended for use by vocational educators who deliver instruction, administer programs, provide support services, and develop linkages with vocational students, particularly nontraditional students, their parents, and their community. Although the manuals are entitled Strategies for Classroom Support, Strategies for Support Staff, and Strategies for Administrative Support, this is not to imply that only administrators use the administrative support manual or teachers use the classroom support manual. Many times teachers, counselors, and placement specialists have administrative support and/or teaching responsibilities simultaneously. Therefore, all staff members should be acquainted with all manuals in order to identify and select strategies appropriate to local needs and their role at that moment.

The retention strategies will be of use to:

Vocational School Administrators,

Vocational School Instructors, and

Support Staff (Counselors, Placement Specialists, Vocational Resource Educators, Vocational Evaluators, Media Specialists, etc.).

II. How are the materials presented?

-THE STRATEGY TOPICS-

The strategies are divided into five major categories.

1. Policy
2. In-Service
3. Curriculum Support
4. Self Awareness
5. Networking

A simple explanation of each of the major categories follows.

1. Policy: These strategies deal with the overall direction and philosophy of retention of nontraditional students. They guide the policy of in-servicing, providing curriculum and assurance of awareness activities to all vocational and sending school educators. They give direction to provide linkages with parents, community leaders, and sending school staff as well.
2. In-Service: This section deals with workshops and training activities to bring about retention awareness or to share some specific instructional methods with staff. In-service strategies are developed for those responsible for classroom activities, support, administrative, and those who advise programs (advisory councils, and traditional and nontraditional students).
3. Curriculum Support: These strategies involve curricular ideas that will be useful to classroom instructors, administrators, counselors, resource staff, and sending school counselors and administrators. They are activities that can be used with nontraditional students to assist with retention.

4. Self-Awareness: This section deals specifically with allowing vocational educators the opportunity to understand the problems faced by the nontraditional student at the time of enrollment and during coursework. This section is simply not a conscious raising section but offers solutions. For instance, more inservice, more media coverage, and greater public relations efforts are encouraged.

5. Networking: Networking is another term for cooperative effort or collaboration. This section offers public relations ideas and activities and strategies for community business leaders, sending school counselors and administrators, parents, and advisory councils.

IMPLEMENTATION OF THE STRATEGY

This manual is basically a "How To" book. Therefore, the implementation of the strategies is written as simply as possible.

What to Do - This is the statement of the strategy in the simplest terms. It tells who is involved and what is expected. It is not a goal with measurable outcomes or a select criterion. THE FOLLOWING IS AN EXAMPLE FROM THE SUPPORT STAFF MANUAL.

Policy - What To Do

Develop a retention goal plan with vocational administrators, sending school personnel, and/or vocational educators. (There are activity sheets in the Appendix to support this strategy.)

Making it Work - This section identifies the different methods to implement the strategy. The symbol to the side of each method indicates the amount of planning time necessary. This gives the implementer a way to judge which method to use. There may be other methods, so do not be reluctant to try your own example method section. The following are suggested methods to implement the above strategy. IT IS AN EXAMPLE.

Making It Work

1. Coordinate a planning session with the vocational director and sending school personnel to plan for the following strategies:
   a. how to identify nontraditional students as they enroll;
   b. how to plan retention activities with instructors in the curricular content;
   c. what support services will be offered by counselors to students;
   d. what support services will be offered to parents;
   e. what in-service activities will be offered to parents, instructors, advisory councils, sending school personnel;
   f. what collaborative efforts will be done with community agencies, advisory councils, and nontraditional role models?

Things to Think About - This section is just as it indicates. In order to implement the strategy, here are some concerns. More specifically it offers guidelines to the implementer. THIS IS AN EXAMPLE.

Things To Think About

1. Coordinate a meeting with the vocational administrator and sending school administrator.
2. Procure copies of goal forms and explain these forms and strategies with administrators and sending school personnel. (See Goal Planning Form.)
3. Attempt to get DESE staff involved with the activities.
4. Be certain that the goal planning session takes in a semester's or year's length of time with plans for a follow up meeting.

A Plan for Action - This section deals with a miscellaneous amount of information. Sometimes it takes on the shape of more guidelines, it offers resources to the implementer and often guides the implementer to the appendices where supplemental activities and materials are to be found. THE FOLLOWING SERVES AS AN EXAMPLE.

A Plan For Action

1. Goals must be stated with the date they are to be implemented.
2. Strategies can be developed at the meeting with the aid of methods taken from strategy booklets.
3. Participants, such as counselors, principals, etc. should be listed.
4. Obtain the signature of the goal planners to insure implementation. (See Goal Planning Form)

APPENDICES

These are divided into the 5 major strategy divisions.

- Policy
- Inservice
- Curriculum Support
- Self Awareness
- Networking

If supplemental materials are mentioned in the body of the strategy development, those materials can be found in the section consistent with the strategy section. The supplemental materials will be marked as:

- Transparencies
- Activity
- Written Information

III. How the Materials Are to be Used.

The manual is not a "Cookbook Method". The materials are not a cookbook solution to be used in sequential order or to start on page one. Needs must be identified first and strategies and methods to fulfill those needs must be the ones selected to be implemented.

The manual does provide a suggested approach. It is highly recommended that a task force or an advisory committee be established. Their first activity would logically be to sit down together, brainstorm the problems of nontraditional student retention, and find the strategies that help solve the problem. This task force should be charged to develop an action plan identifying goals and objectives to retain nontraditional students along with the activities to support the goals. See the Policy Appendix, Goal Planning sheet in each manual. A strategy in each policy implementation section describes the Action Planning process.

LEGISLATION

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 protects students and employees of educational institutions receiving federal funds from discrimination based on sex. Areas in which discrimination is prohibited include: admissions to vocational, graduate, professional, and public undergraduate schools; access to courses and programs; counseling and guidance; athletics; student rules and policies; financial assistance; extracurricular activities; and employment. All educational institutions are required to conduct self-evaluations of their compliance with Title IX.

Title VII of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, prohibits discrimination in employment based on sex, race, color, religion, and national origin. This law includes employees of all private employers of 15 or more persons, and employees of all public and private educational institutions, state and local governments, public and private employment agencies, and labor unions with 15 or more members. All public or private educational institutions are covered whether or not they receive federal funds.

Discrimination prohibited by this law covers such areas as: hiring or firing; wages; fringe benefits; classifying, referring, assigning, or promoting; extending or assigning use of facilities; training, retraining, or apprenticeships; or any other terms, conditions, or privileges of employment.

Equal Pay Act of 1963

The Equal Pay Act of 1963 as amended by the Education Amendments of 1972 forbids discrimination based on sex of employees of any employer required to pay the minimum wage. This law applies to executive, administrative, and professional workers, including academic personnel. It prevents paying employees of one sex less than employees of the other sex for jobs performed under similar working conditions, requiring equal skill, effort, and responsibility. The Supreme Court has upheld the position that jobs of men and women need to be only "substantially equal", not identical, for purposes of comparison. Further, the Labor Department's Wage and Hour Division, which enforces the Act, has officially interpreted its provisions to apply to employer contributions for most fringe benefits.

Executive Order 11246 of 1965

Executive Order 11246 (1965), as amended by Executive Order 11375 (1967), forbids discrimination based on sex, race, color, religion, and national origin of employees and applicants for employment by employers holding federal contracts of $10,000 or more. Provisions of these orders

cover such areas as employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

All of the above laws prohibit discrimination. Title II of the Education Amendments of 1976, however, goes beyond prohibitions to mandate active measures by recipients of federal aid to eliminate sex bias, sex discrimination, and sex stereotyping in vocational education programs.

Title II of the Education Amendments of 1976

Title II of the Education Amendments of 1976 is the federal legislation regarding support of vocational education. One of the stated purposes of the law is:

> To develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes. (Section 101 20 U.S.C. 2301 90 STAT-2169)

The law specifies requirements for state education agencies including: (1) the appointment of a full-time sex fairness coordinator whose duties are prescribed in the law; (2) the description in the state plan of policies and practices which the state will follow to assure provisions of equal access by both sexes; (3) incentives for local education agencies to encourage the enrollment of both women and men in nontraditional courses of study and to reduce sex bias and sex stereotyping in training for placement in all occupations; and (4) evaluation of the extent to which sex equity objectives are achieved.

Funds are available to support research and curriculum development, and grants are authorized to support activities which show promise of overcoming sex bias and stereotyping in vocational education. It is also intended that funds be made available to enable teachers to meet the needs of individual nontraditional students in vocational education programs.

The states have considerable discretion in translating this mandate into requirements and incentives for local education agencies. The general thrust, however, is clear. Significant action must be taken at the school and classroom level so that equal access for both sexes to all vocational education programs is assured.

Source: Fostering Sex Fairness in Vocational Education: Strategies for Administrators by JoAnn Steiger and Sue Schlesinger. Information Series No. 147. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Policy

Policy - What To Do

Develop a retention goal plan with vocational administrators, sending school personnel, and/or vocational educators. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Coordinate a planning session with the vocational director and sending school personnel to plan for the following strategies:
   a. how to identify nontraditional students as they enroll;
   b. how to plan retention activities with instructors in the curricular content;
   c. what support services will be offered by counselors to students;
   d. what support services will be offered to parents;
   e. what in-service activities will be offered to parents, instructors, advisory councils, sending school personnel;
   f. what collaborative efforts will be done with community agencies, advisory councils, and nontraditional role models?

Things To Think About

1. Coordinate a meeting with the vocational administrator and sending school administrator.
2. Procure copies of goal forms and explain these forms and strategies with administrators and sending school personnel. (See Goal Planning Form.)
3. Attempt to get DESE staff involved with the activities.
4. Be certain that the goal planning session takes in a semester's or year's length of time with plans for a follow up meeting.

A Plan For Action

1. Goals must be stated with the date they are to implemented.
2. Strategies can be developed at the meeting with the aid of methods taken from strategy booklets.
3. Participants, such as counselors, principals, etc. should be listed.
4. Obtain the signature of the goal planners to insure implementation.

   (See Goal Planning Form)

Policy - What To Do

Develop a policy between sending school support personnel and vocational support personnel to implement a task force planning group.

Making It Work

1. Plan a strategy planning session at a time when all sending school counselors can attend. Do not omit sending school administrators. They will help insure that the strategies will be implemented.

2. Develop a task force of sending school counselors and administrators to study and develop suggestions on the retention of nontraditional vocational students.

3. For either of the above activities, plan regular meetings on a prescheduled basis; i.e., the first Thursday of each or every other month.

Things To Think About

1. Some schools have used lunch hours as a convenient time to meet. If sending schools are at a distance, release time from the school may be necessary.

2. If school counselors find it impossible to travel, ask for release time for your own personal visit.

3. Keep to a planned agenda and if for no other reason than good relations, stay on the schedule for regular meetings. Have the meetings, even if they are lunches in the school cafeteria, breakfast in a local diner, or in the resource room in a variety of schools.

A Plan For Action

For strategy of task force group, make the objectives for the task force explicit and list them.

1. Objective: The purpose of this group is to...(The objective must reflect the needs of the nontraditional student. Some examples:
   a. Brainstorm ways of retaining nontraditional vocational students after enrollment.
   b. Have better interface between schools.
   c. Develop methods of contacting parents of nontraditional students.
   d. Develop ways of contacting students.
   e. Exchange ideas on developing a career day.
   f. Coordinate/interface this task force with the policy of the vocational school.

2. Goals: For establishing goals of the task force, see counselor policy goal planning sheet and develop goals in the same manner.

Policy - What To Do

Develop policy coordination efforts with nontraditional students enrolled in vocational classes.

Making It Work

It must become the policy of the vocational school, backed with support from the vocational director, sending school principals, and counselors, that nontraditional students must know what they are going to be involved in as a vocational student, and they must be certain that they are willing to take on the challenge. Prior knowledge will prevent dropping out due to unrealistic expectations, etc.

1. Distribute brochures, booklets, and leaflets describing the vocational classes that nontraditional students might be interested in pursuing.
2. Offer a career day, industrial fair or open house, to students and their parents.
3. Coordinate individual or group meetings with nontraditional vocational enrollees or those potential enrollees.
4. Allow nontraditional student enrollees a "hands-on" experience in a vocational facility.

Things To Think About

1. Decide who should distribute the brochures or any written information to the student. Individual or group meetings may be an ideal time and way for the vocational counselor to become familiar with the students.
2. Decide who should take the individual responsibilities for the vocational career day:
   a. coordinate efforts with administrators
   b. coordinate activities with vocational instructors
   c. gain release time for students
3. Coordinate with sending school counselor a release time for the nontraditional student to visit the vocational school. Have a planned "hands-on" activity - a simple project that the student can make fairly independently of the instructor.

A Plan For Action

Brochures: Have brochures or any literature printed in quantity and be ready to talk about the vocational classes.

Career Day/Hands-On Activity: Allow plenty of planning time for either event. Each activity involves heavy time preparation on the part of the vocational instructor. Set a date six months ahead and enlist help in either of the efforts.

Policy - What To Do

Develop public relations policy with parents of nontraditional students. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

Developing a direct contact with parents of nontraditional students should be the policy of the support staff.

Direct contact by any one or all of the following methods insures confidence on the part of the parent and is a good public relations policy on the part of the vocational school.

1. A letter with a follow-up phone call with an invitation to visit your office personally and/or to tour vocational facility.

2. A letter with a brochure explaining vocational programs and nontraditional student/parent vocational school involvement.

3. A letter or phone call and an invitation to a group meeting of parents of nontraditional students only; parents' night and an individual program on nontraditional students; invitation to join, visit, or form an advisory council.

Things To Think About

1. Any one of the above ideas cannot work without the assistance of the sending school counselor. That person must identify, immediately, the nontraditional students, their addresses, and their telephone numbers. Therefore, policy should be developed with the sending school counselors for student identification.

2. In following through with any of the methods, it is a good policy, first, to start with a letter. A telephone call from the school system is sometimes startling to parents, so be sensitive to this issue.

A Plan For Action

1. What you say in the first letter should be simple and direct without the use of jargon or nontraditional student lingo, i.e., sex bias, nontraditional, stereotyping, (See Networking Appendix.)
   a. The letter should be to the parent of a vocational student.
   b. The letter should indicate to the parent what to do or what to expect next, i.e., a phone call, an invitation, etc.
   c. The letter should be complimentary both to the student and parent.
   d. Include brochures, booklets, etc.

2. Plan what you are going to say in your phone message. Do not read it; however, list the points you need to cover and make certain you cover the points in a congenial conversational manner - again, without the use of jargon, terminology.

Policy - What To Do

Develop direct relations with the parents of nontraditional students. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

Direct contact with parents via means of one or more of the following methods insures better cooperation on the part of the parents, their involvement, and good public relations on the part of the vocational school.

1. Offering a special program for parents of nontraditional students.
2. Offering as a part of a parents' night activity, a special presentation on nontraditional students to:
   a. the entire parent group assembled.
   b. the parents of nontraditional students in attendance. (See Appendix: In-Servicing for some activities.)
3. Inviting the parents of nontraditonal students to participate in advisory council activities.
   a. To join an advisory council already in progress.
   b. To visit a program advisory council meeting.

Things To Think About

1. To accomplish any one of the above methods, cooperation on the part of the administrator must be achieved. He/she must be convinced that a parents' night is important or that the parent involvement in advisory council is important. One convincing story is that parent involvement insures their understanding and support of the vocational education process and the retention (as well as recruitment) of students.
2. To insure cooperation of the parents, your personal touch is sometimes necessary by assuring them that you and your staff will be with them the day/evening they come. So be there and greet them personally.

A Plan For Action

1. If you plan a parents' night (Also see Counselor Networking Strategies and Appendix.)
   a. Establish necessary mailing addresses for parents.
   b. Establish date for the evening activities, as well as length of time, and who is to be participating: administrators, instructors, staff, community, parents, and students.
   c. Establish who is to open the session, where,and who is to be involved in breakdown sessions.
   d. Send out letters of invitation with agenda.
   e. Confirm with session leaders, administrators, etc.
2. If you wish to involve parents with advisory council:
   a. Write simple letter of introduction to what a program advisory council is, its purpose, the meeting times, and the people involved.
   b. Follow up with a phone call invitation to attend an advisory council meeting.
   c. Plan to have a staff member responsible for greeting the parents as they arrive and for introducing them to the council.

In-Service

In-Service - What To Do

Support staff responsible for in-service activities should become familiar with in-servicing techniques and workshop format.

Making It Work

1. Read resources on "how to" in-service.
2. Become familiar with those people near you, or in your profession, who give regular in-service sessions.
   a. Ask them about their techniques and suggestions.
   b. Watch them, ask for their agenda and jot down notes as to their style and participant interaction.
3. Determine what content areas you are comfortable in delivering in an in-service session and list them. Plan on delivering these sessions.
4. Become familiar with resource people in the geographical area and contact them for information on their areas of expertise, fees and style.
5. Develop a file of resource people knowledgeable in the area of retention of nontraditional students. (Some schools have resource directories already developed in content areas that overlap.)

Things To Think About

1. Formulate a needs analysis of in-service topics. Many of these are listed in the following strategies, but structure them into objectives.
2. Develop a structure for the delivery of in-service, and clear with your administrators. Check out the possibilities of travel funds or monies available to bring in resource people.
3. Develop topic outlines, activities, and media support for in-service topics. (Make certain the activities allow participant involvement.)
4. Deliver in-service.
5. Evaluate your performance as well as whether the need has been met. (See Appendix for evaluation form.)

A Plan For Action

Resources available from the Instructional Materials Laboratory, 10 Industrial Education, UMC, Columbia, MO 65211 are helpful in developing inservice or workshops.

1. **A Handbook for Workshops on Sex Equity in Education.** Hilliard
2. **A Handbook of Structured Experiences for Human Relations Training.**
3. **Professional Development Programs for Sex Equity in Vocational Education***

*Not a "how-to" on in-servicing; however, it gives some strategies and activities useful in planning inservice.

In-Service - What To Do

An in-service workshop delivered to vocational staff emphasizing use of existing support systems for the nontraditional students is a valuable strategy.

Making It Work

Vocational staff should be instructed, either by a presentation or by written material, describing the types of support systems available through the vocational support staff.

1. Describe the support staff role in retaining the nontraditional student. Suggestions:
   a. Counseling and assisting with initial adjustments to class.
   b. First day student sessions with vocational students in class.
   c. Assisting vocational instructors and giving additional assistance when necessary.
2. Describe responsibilities between support staff and students' parents.
   a. Keep parents informed as much as possible about students' progress.
   b. Contact parents with brochures and letters with invitations for involvement in the vocational education process.
3. Describe responsibilities between support staff, sending counselors and students.
   a. Enrollment orientation and student/parent contact.
   b. Act as resource person in regard to additional learning packages available.
   c. Liaison between vocational school and sending school.
4. Describe role with outside agencies.
   a. Contact for technical assistance and resources available through DESE.
   b. Contact for technical assistance and resources from UMC, Instructional Materials Laboratory.
   c. Contact and liaison with community, civic, social and business agencies.

Things To Think About

Information, if written, should be placed in the hands of the vocational staff at a teachers' meeting, distributed personally, or it should be posted on teachers' lounge bulletin board, etc. The information can be distributed via mail boxes, but it may wind up in the waste basket. Information such as this is generally useful to the vocational instructional staff so that everyone knows the roles and responsibilities toward the nontraditional vocational student.

Make certain that clerical personnel, paraprofessionals, and part-time staff also receive this information.

A Plan For Action

1. Such information should also be distributed to sending school counselors and administrators.
2. A counselor brochure could be developed that carried similar information.
3. Support staff could hold an in-service meeting where instructors are told about services.
4. Resources are available from the Instructional Materials Laboratory, UMC, **The Change Agent's Guide to Innovation in Education** and **Cracking the Glass Slipper.**

In-Service - What To Do

In-service vocational staff on how to develop classroom support systems for the nontraditional student. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Prepare instructional units dealing with information on how to establish the following suggested in-class support systems for nontraditional students.
   a. Buddy system
   b. Preclass orientation
   c. Development of additional instructional units or modules: math, leverage, entry-level vocabulary.
   d. Distribution or development of class brochures for nontraditional students.
   e. First few days activities - do's and don'ts:
      Do plan on support staff coming to class for a 15 minute "sensitivity awareness presentation" (See Support Staff, Curriculum Support) Don't introduce nontraditional student as different.

Things To Think About

These in-service topics should be broken down into a series of efforts.

1. The first topics to be explained are the following and could be handled in one in-service.
   a. Buddy system
   b. Distribution of class brochures and posters for nontraditional students.
   c. First few days activities - do's don'ts

2. One of the first in-services should deal with preclass orientation sessions. Some suggestions for the orientations are the following:
   a. Industrial fairs
   b. Career fairs
   c. Classroom visits
   d. Afternoon or evening student meeting

3. One session should deal with the introduction of curriculum support material for each of the service areas. Technical asssistance or possible commercially packaged systems could be suggested.

A Plan For Action

(See transparencies: Instructors and Class Support Systems)

1. The following resources available from the Instructional Materials Laboratory, UMC, may be helpful. They all pertain to nontraditional careers.

   Brochures: **Women in Electronics; Women in Machining; Women in Welding; Women in Construction; Men in Business and Office; Men in Health Occupations.**

   Posters: **Men in Business and Office; Welding; Oscillating Between Careers; The New Look; Things Are Looking Up.**

   Curricular: **Overcoming Math Anxiety.**

In-Service - What To Do

An in-service should be directed toward vocational staff and the retention of nontraditional students during the first few days of their class. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. In-service activities should include instructional information on the following:

   Topic:
   How the only male or female in the class feels the first few days of class.

   Activity:
   Set up a role play where the instructor is faced with different situations.

   Topic:
   Pressures felt from peers about taking a vocational class and being the only male or female in the class.

   Activity:
   Set up a role play with instructor offering solutions to students feeling the pressure.

2. The following media can be used to open the session and talk about feelings of being different. These are available on free-loan from the Instructional Materials Laboratory, UMC, Columbia, Mo. 65211. (314) 882-2883.
   a. "There's a Kangaroo In My Classroom" - slide series (approx. 8 min.)
   b. "Working Equal" - film or tape (approx. 25 min.)
   c. "Oh, Yes You Can" - slide tape (approx. 20 min.)
   d. "Bias - A Four Letter Word" - film (approx. 20 min.)
3. Another method for the strategy is to have part of the group of professionals who will participate in the in-service make themselves "different" in some way. Perhaps you will assign them something simple such as to wear a paperclip on their shirt/blouse collar. Not knowing the purpose of this activity, many students and/or instructors will ask them why they are wearing the paperclip. Perhaps you can facilitate a discussion on their feelings of being different and/or singled out.

Things To Think About

1. Role play situations may be intimidating to some people. Do not force anyone into the situation. If a role play situation would not "fly" in your school, break into two groups and have each group examine the two role play situations. Have a spokesperson for the group report how the classroom circumstances can be eased.

2. Do not have this in-service for more than one hour.
   a. Introduce the topic emphasizing the critical timing of the first few days of the class and retention of the student.
   b. Emphasize the importance of the teacher in this process.

   (See transparency masters: In-Servicing Advisory Council/Instructors)

A Plan For Action

Role play: First few days of class.

1. Jo walks into the Health Occupation class, a bit late and finds that most of the chairs in the room are already taken. Since he and his family are fairly new to the community, Jo knows no one in the class. The students, all women, look at Jo without speaking, and some look at each other with amusement at having a male in the room. Jo walks to the center of the room where he thinks there is an empty seat, only to find a sweater and books on the seat. He is somewhat embarrassed as he must go to the back of the room and select the only seat available. As an instructor, you observe this. There are several ways you can help Jo feel comfortable over the next few days. They are...

2. One week has passed since Joannie started her drafting class. You have had few conversations but have picked up on a few concerns. There were to be other female students in the class, and she is disappointed that there are no other girls. Even though there have been only a few assignments returned, you notice somewhat of a "production" when one of the male students returns her paper. There are several ways you can help Joannie become more comfortable...

In-Service - What To Do

An in-service workshop should be delivered to vocational staff concerning general curricular issues and retention of the nontraditional student.

Making It Work

An in-service topic covering curricular issues should include the following components:

1. Sex biased language
2. Instructional inclusion/exclusion of the nontraditional students.
3. Youth groups and the nontraditional student

These will be primarily instructional in nature and serve as an information base.

Things To Think About

Allow approximately one and one half hours for the in-service. It can possibly take the place of a regularly scheduled teacher's meeting.

1. Introduce the topic and tell why sex fair language, curriculum, and youth groups are essential to retention.

2. Show one of the audio-visuals and hold a short discussion on how each relates to the three components of vocational instruction.

3. Break down into three groups. One for each:
   a. language,
   b. instructional curriculum, and
   c. youth organizations.

Have instructors, using available printed resources, come up with five workable recommendations in each area. Include clerical staff, aides, paraprofessionals, and advisory council people in this in-service if possible!

A Plan For Action

Printed Materials

1. "Guidelines for the Creative Use of Biased Materials in a Non-Biased Way"

2. "Guidelines for Sex-Fair Vocational Education Materials"

3. "How to Erase Sex Bias in Your Classroom: A Checklist and Activities for Teachers"

4. "Sex Bias Activities For Teachers"

Curriculum

5. "Promoting Sex Equity in the Classroom: A Resource For Teachers of Vocational and Technical Education"

Audio-Visuals

6. "A Tale of O"

7. "There's a Kangaroo in My Classroom"

Curriculum Support

Curriculum Support - What To Do

Support staff should familiarize themselves with strategies for facilitating a support group and begin the initial stages of forming the groups. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Read resource materials on support groups. Focus on education and particularly on guidelines published and established for adult educators. "Support groups" may bring out a heavy emphasis on therapy groups. (This is not exactly what we mean!)
2. Brainstorm with colleagues about your particular types of students and the desired outcome that the support group would try to achieve.
3. Consultants may be available within the community or state who could facilitate youth support groups.

Things To Think About

Here are some basic guidelines to think about when facilitating peer support groups.

1. Contact superintendent or director. Cover the following points:
   a. need for the group
   b. purpose of the group
   c. meeting schedule
   d. group value: what advice and support the group will receive
   e. request the director or superintendent to send out a memorandum.
   f. ask for their verbal support at meetings.
2. Facilitator should disseminate information to the staff.
   a. purpose
   b. schedule
   c. procedure for leaving class to attend if necessary
   d. make-up work
3. Develop the group members
   a. compile a list of students who make up nontraditional enrollment.
   b. invite the members (See Appendix: Curriculum Support)
4. Ask veteran group members to help plan the meeting.
5. Plan a strong first meeting. (See Appendix: Curriculum Support) Have veteran members explain support groups.
6. Plan a year end evaluation. (See Appendix: Curriculum Support)

A Plan For Action

Material in Appendix: Curriculum/Support Services Guidelines taken from Project Scope, Shawsheen Valley Technical School, 100 Cook St., Billerica, MA 01866.

Curriculum Support - What To Do

Support staff should coordinate nontraditional student support groups.

Making It Work

1. Support groups on the following topics serve only to supplement students' programs and to assist in their ease of completing vocational coursework. Each session should have a specific topic, issue and objective. The following have been identified as suggested topics:
2. Assertiveness Training
   b. Decision-Making Skills
   c. Time-Management
   d. Leadership Training
   e. Employability Skill Development
   f. Child Care
   g. Community Services

These topics are also identified in **Classroom Support.**

2. Support groups should be formally established groups. They can be conducted during natural daily breaks such as lunch time on a weekly basis. After school may also be an option; however, this may exclude students who live in rural areas or commute from sending schools.

3. Support groups have also worked as a class for credit. This serves as an incentive for the students and is popular as a pass/fail system. (Very few failures, of course!)

Things To Think About

1. The Vocational Industrial Clubs of America (V.I.C.A.) work with vocational students in similar capacities. The counselor could coordinate with the V.I.C.A. coordinator so that topics in VICA and the support group complement each other, or activities and objectives can be combined.

2. The support groups should not be held for the sake of catharsis. Adhering to a specific support system curriculum allows students to structure their concerns in a constructive manner.

3. The support group should also include social activities, civic activities, projects, speakers, field trips, films, student/guest presentations, and panels.

4. Select a catchy professional name for the group, so that the signal is a positive one somewhat removed from "support" group!

A Plan For Action

1. Resources: The main resource for peer support groups valuable for this strategy is: Susan Riley, Project Scope, Shawsheen Valley Technical High School, 1980.
2. This resource consists of four booklets, one having to do with peer groups. "Together We Can" gives, "Strategies for the facilitation of a peer support group for vocational students in nontraditional programs."

Curriculum Support - What To Do

Insure that the individual identified as significant support/advisor to nontraditional student is accessible to students and teachers.

Making It Work

1. The support staff's role and responsibility toward nontraditional students must be identified to teachers. (See in-service section of this manual.)

2. The support staff must be identified to the students. The students must be aware of the support system and what it can do for the students.
   a. Provide support groups for nontraditional students dealing with a range of topics.
   b. Act as an intermediary with sending school, as well as vocational instructors.
   c. Act as an advisor on long range career plans.
   d. Act as an advisor on day-to-day problems and concerns.

Things To Think About

1. Vocational instructors must alert support staff of day-to-day activities; therefore, each person's role must be identified.

2. Support staff must be available to the students or in proximity to the students.

3. Support staff must schedule individual or group meetings with the nontraditional students on a regular basis.

In order to fulfill your duties as a support person, you must know the day-to-day activities of the teacher and nontraditional student. The purpose is to keep a "pulse" and simply know what is going on in the class. Show interest by stopping in the class, chatting with the instructor, talking with the students, observing demonstrations, and taking informal tours. In such a manner you become not only visible, but accessible to both instructors and students. Ideally, schedule regular appointments with the nontraditional student to get informal feedback on attitudes and progress.

A Plan For Action

1. Develop a brochure listing services that are available to the student and instructor. Perhaps there should be several brochures written differently for each of the following groups to use:
   a. teachers/sending schools
   b. parents
   c. students

2. Each brocure should contain information relevant to each group.
   a. What your role is to the nontraditional student.
   b. How you carry out your role.
   c. How and why you provide a valuable linkage to teachers, parents, students, and counselors.
   d. How you can be contacted.

Support staff should publicize success stories highlighting many vocational students and include nontraditional students. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. High school newspapers - feature article
2. Community newspapers - feature article
3. Slide tape series of vocational programs to show during group presentations.
   a. advisory councils
   b. parent visitations
   c. sending school personnel
   d. new teacher orientation
   e. community and civic organizations
4. Prepare a booklet with mostly pictures and very little script depicting each vocational area.
5. Make presentations on local radio talk shows.

Things To Think About

Writing a feature article.

1. For a student newspaper it is probably appropriate for a student to write the article.
2. For community newspaper, the newspaper office most likely has guidelines to follow. Here are some suggestions:
   a. Get all valuable information in first paragraph; the traditional who, where, when, why, how, etc.
   b. Include one or two black and white glossy prints.
   c. Write the information so that the least valuable is at the end. If the article needs to be reduced in length, this will be eliminated.
3. Contact the local newspaper and request a reporter do the article. Caution! **Make certain you read the article as it will be printed BEFORE press!** Read it regardless of whether it is going to be printed in the school or community paper.

A Plan For Action

Developing a slide show - Allow lots of planning time!

1. Determine monetary resources (slide shows are expensive, but if much of the work is done by talent within the school system, they can be fun, rewarding, and inexpensive).
2. You will need:
   a. a script (written)
   b. camera, color slide film (lots of it)
   c. a photographer
   d. a professional voice - find a retired broadcaster, disc jockey
   e. recording set up
   f. Caramate or slide projector and tape recorder
3. Write the script first; edit script.
4. Take pictures to match the script (See Appendix: Curriculum Support for script/picture worksheet). A rule of thumb is: never have a slide up for longer than 10 seconds.
5. Record script; insert tones for slide changes.
6. Edit slides; drop in trays by order.
7. Match script and pictures.
8. You will make many script/picture adjustments.

Self-Awareness

Self-Awareness - What To Do

Support staff should become aware of the customs and socialization process at the vocational-technical center and communicate this information to students.

Making It Work

1. Offer a student orientation program prior to coming to the Vocational-Technical center that would include the following components:
   a. General orientation and a chance to meet teachers, talk to other students, meet counselors, and administration.
   b. Discuss the potential situations as a nontraditional student with the students and be receptive and open to students remarks.

The support staff's knowledge of "how to fit in" should be translated to the students who come to the orientation period.

2. Explore the "buddy system". Have a veteran vocational-technical student assist the nontraditional student through the first few days of school and then gradually phase out the "buddy".
   a. The buddy can assist the nontraditional student to class.
   b. The buddy can help insure that the nontraditional student is not "stranded" during break periods.

The veteran student can give the new student lots of pertinent information during these times as to the accepted customs, people, and acceptable socialization process at the vocational-technical school.

Things To Think About

How would a counselor determine the customs and socialization processes that help students "make it" in a vocational-technical center? Answer these questions and communicate the information to the students.

1. Feeling comfortable with the environment is important.
   a. Do you know where restrooms are located?
   b. Do you know the areas where students gather prior/subsequent to classes?
   c. Do you know where students eat lunch and take breaks?
   d. Do you know where each particular class is located?
   e. Do you know any students in specific classes?

2. Knowing what is to happen the first few days of class.
   a. Are there particular materials the student needs to have on hand?
   b. Should the student dress a particular way?
   c. What happens if the student is late?
3. Familiarity with students, or at least one student.
   a. Being able to say hello to a familiar face is helpful. Will the student know anyone?
   b. Knowing prior to class that the student is the only member of the opposite sex might set up need for a "buddy system."

A Plan For Action

1. Talk to some of the outstanding students and ask them questions about how to help a new student fit into some of the vocational areas. Ask them specifically: dress, personality, seating locations in class.
2. Talk to the teachers and ask them the same questions.
3. Translate this information to the nontraditional student about:
   a. teacher customs,
   b. student customs, and
   c. administrative (overall) customs.

Self-Awareness - What To Do

The support staff needs to be aware of the skills and abilities necessary to perform in each of the areas at the vocational-technical center. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Spend one day each month in a laboratory facility working on "first day" projects.
2. Substitute for the individual instructor at various times, but be required to teach a lesson and not just sit in on written assignments.
3. Take mini-courses, if and when they are offered, at the vocational technical center.
4. If the vocational technical center has a vocational evaluation lab, the support staff should work through each of the work samples.
5. Have someone administer to you the entrance exams or tests usually used for screening students. For instance, have someone administer the GATB (General Aptitude Test Battery).

Things To Think About

Although submitting oneself to any of the above methods may be viewed by many as self-punishment, threatening, or simply a "chunk to bite off", few understand (other than instructors and/or students) the academic requirement, the aptitude, and pure sweat involved in the vocational course. Unless this can be accurately described to the student, the student may come up against barriers that could have been avoided. The support staff involvement in the vocational class builds credibility with both teachers and students. The support staff has a better understanding of "what it takes", and the teachers are more than likely going to approach this staff member knowing he/she has a "grip" on the situation.

A Plan For Action

1. Present the ideas to director or the person to whom you are directly responsible.
2. Make arrangements with teachers, support staff (whomever) to follow through with pre-arranged schedule.
3. Go through one of the activities.
4. Complete the self-awareness form. (See Appendix: Self-Awareness.)

Alternative Idea: Sending school counselors should have the same experience...so should their administrators!

Support staff/student job shadowing is a retention technique useful to acquaint significant people with the basic information on particular types of jobs. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. A day on the job may be difficult to arrange, but is the best method to allow students or counselors insight to employment situations. Problem areas might arise in terms of insurance and parent permission.
   a. Do not try and schedule all students at one time.
   b. It is a good idea for support staff to go on the job shadowing first in order to prepare students for proper dress, behavior, and expectation.
   c. Ask the vocational instructors to assist in lining up particular employers willing to participate in such an activity.

Things To Think About

The following is a report from Lynch, Maureen. Project **OPTION.** Billerica, Massachusetts: Shawsheen Valley Regional Vocational Technical High School, 1979. It offers some helpful ideas for setting up the activity.

We had long before questioned the validity of field trips where large numbers of students walked rapidly through industries and saw only the most eye-catching aspects of the world of work. What we were looking for was a more intense experience where there could be exchange of attitudes and information between students and worker. Our goal was to place twenty students from each school in a job situation for one entire school day roughly from 8:30 a.m. to 2:30 p.m. To arrange this we again contacted those companies and individuals with whom we worked to set up Career Night. We told them in a letter, followed by a phone call, what we wanted to do and asked if they would cooperate. What we had in mind was for each company to assign two employees, one to a male, and one to a female student and allow the students to shadow the person on the job for the day. We assured the companies involved that the students would be selected for their overall maturity and good conduct and for having expressed an interest in the company and its products. They were sent in advance copies of parental permission slips and liability disclaimer and copies of an interview sheet that each student would do with the assigned worker. In addition, each student was given an evaluation form to be completed at the end of the visit to be used as a guide in explaining to their classmates what a day on the job was really like.

Each company, we found, handled the visit differently. Some went out of their way to have special exhibits and materials set up; some assigned them to one worker--others had them go to three or four departments during the day. One company put them on an assembly line for the morning and taught them to solder and then assigned them to a supervisor and finally a company executive. At a major health care facility they were taken through each phase of the testing and laboratory facilities. We also had the cooperation of the local police, fire, and D.P.W. who took students for the day. For the most part, the students were responsible for providing their own transportation. In one instance, the School Department did end up sending the students to the work site in a cab.

Originally, we had thought that all the students should go out on the same day. It didn't quite work out that way because we had to send them when the companies could take them. It really is too confusing to coordinate all the work site visits on one day. We found Thursday and Friday of two consecutive weeks the best way to divide up the group.

A Plan For Action

1. Job shadowing is one of the quickest, most thorough, and enjoyable methods to learn about a job, structure, and the job opportunities. This strategy is also good for much younger, middle school age students.
2. The Student Observation Sheet should also be incorporated for feedback sessions, etc. (See Appendix: Self-Awareness.)

Networking

Networking - What To Do

Develop techniques to involve nontraditional students in vocational youth organizations. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Organize a steering committee comprised of at least three faculty members and at least one interested student from each of the following: VICA, HERO, FFA, FHA, DECA, and others.
   a. Evaluate present activities and functions of student organization to assess inclusion/exclusion of nontraditional students and make recommendations; i.e., Are all the activities geared toward all male or female students?
   b. Recommend policies that would assist in retaining nontraditional students through student organizations.

2. Work with teachers to develop a "buddy system" teaming a nontraditional student and a member of the student organization.

Things To Think About

Developing a Steering Committee

1. Get backing from a counselor, resource teacher, or vocational teacher to support your efforts.

2. Arrange a meeting with the support staff, instructor, and the vocational administrator to explain the purpose and goals of the committee.

3. Develop a list with the administrator of who would be the best vocational or nontraditional staff to serve on the steering committee.
   a. One administrator
   b. One counselor/placement specialist
   c. Three instructors who have nontraditional enrollees
   d. One student from each organization, if possible

4. Get administrative support by asking administrator to verbally support the steering committee at a faculty meeting.

5. If possible, have the administrator formally invite each member to serve.

6. Arrange the meeting date.

7. Have an agenda ready.

8. Prepare members.

A Plan For Action

Each member of the student organization steering committee should be responsible for evaluating his/her student organization to determine if there are any nontraditional students involved as officers, and, if so, determine if they are in traditional officer roles. Representatives should also look at student activities and student members to determine if recruitment methods are necessary and to determine if activities are sexist. (See Appendix: Student Organization Assessment and Recommendations.)

Networking - What To Do

Support staff should keep in contact with parents of nontraditional students from the time of enrollment through the beginning of class.

Making It Work

1. Receive a list of nontraditional students enrolled for vocational classes plus their addresses.
2. Schedule a group or individual meeting with the nontraditional students.
3. Write a letter to each parent and personalize with the name of the student inserted into the letter.
4. Invite each parent in for a separate visit or as a group.

Things To Think About

1. Contact the student as quickly as possible after registration.
2. Contact the parents by phone and mail as soon as the enrollment is confirmed for an appointment or individual/group conference.
3. Plan a program that may be specifically for parents of nontraditional students or infused into a general parents' night.

(See Appendix: Networking.)

A Plan For Action

Check off as the appropriate people accomplish the following tasks:

1. Sending school has notified vocational school of nontraditional students with addresses and parents' names.
2. Contacted and established group or individual conferences with nontraditional students.
3. Sent written support letters to parents and included any material available on the vocational school and nontraditional students.
4. Have planned and established an individual/group consultation with parents.
5. Have established a parents' night program with a workshop geared specifically to parents of nontraditional students.

Networking - What To Do

Develop greater collaborative efforts with parents of nontraditional students through Parent-Teacher Organization/Association. (There are activity sheets in the Appendix to support this strategy.)

Making It Work

1. Show one or more of the following films/slide series:
   a. Vocational Education for a Changing World
   b. Why Not a Woman?
   c. Working Equal
   d. New Perspectives - Nontraditional Labor For Women
   e. Other Women, Other Work
   f. Oh Yes You Can (Also available from State Fair Community College, Sedalia, MO.)

   Available through Instructional Materials Laboratory, Room 10, Industrial Education Building, University of Missouri-Columbia, Columbia, Missouri 65211.

2. Plan a talk about the students, programs, and employment opportunities available through vocational education. In each aspect of your discussion, emphasize the nontraditional student.

3. Plan a panel discussion of a vocational educator, counselor, administrator, and school principal before the PTA/PTO.

4. Plan a panel discussion of nontraditional students, their parents, instructors, counselor.

Things To Think About:

Contact PTA/PTO president.

1. Become familiar with the group's schedule of meetings.

2. Get a feeling of how the PTA/PTO would receive devoting a meeting to vocational education and the nontraditional student.

3. Arrange a date for the vocational education feature.

Determine the meeting format.

The main presentation as media:

Consider room size, equipment needs, the audience.
Will your media involve a general concept of vocational education, or will it be a presentation on nontraditional vocational education students?
How will you introduce and close the topic giving special emphasis to nontraditional students?

The major presentation as a speaker:

Will you supplement it with slides of vocational students or some media?

Will the focus be entirely on the nontraditional student, or will it be a talk on vocational education with special emphasis on the nontraditional student?

Will there be time for questions?

The major presentation as a panel (See Appendix: Networking Panel Responsibility Outline.

A Plan For Action:

1. The philosophy of your vocational school and community will dictate whether you will take a direct approach and focus specifically on the nontraditional student, or whether you will take an indirect approach and focus on vocational education with emphasis on the nontraditional student.

2. The following are helpful hints of information to be emphasized or talked about in regard to nontraditional students; however, local statistics should be used whenever possible.

   a. For every dollar earned by a male, a female makes less than $.60.

   b. Female labor force participation has nearly matched male labor force participation.

   c. Women are traditionally found in low level, dead end jobs.

   d. More and more women are family supporting and heads of households.

3. Ask the PTA/PTO members to complete a questionnaire to determine if you have made any impact, positive or negative, on parents. (See Appendix: Presentation Questionnaire.)

Networking - What To Do

Develop collaborative efforts with higher education facilities and state department agencies within the state.

Making It Work

For free materials and library loans on Sex Equity write to:

1. Instructional Materials Laboratory
   Room 10, Industrial Education Building
   University of Missouri-Columbia
   Columbia, Missouri 65211
   314-882-2883

   The Instructional Materials Laboratory also has staff that can suggest particular materials for your stated needs as well as people who can give technical assistance.

2. Women's Outreach Program
   Linn Tech
   Linn, Missouri

   The Women's Outreach Program offers a variety of materials available for nontraditional students. They also have staff available for individual vocational school problems.

Things To Think About

1. Write to each agency for a listing or a catalog of the types of materials and services they offer.

2. Review the materials that are available free, inexpensively, or on loan for their value to your needs.

A Plan For Action

The following is a listing of materials available from the Instructional Materials Laboratory pertinent to retention. Also listed is the possible audience they could be directed toward.

1. **Directory of Missouri Nontraditional Role Models-Targeting; Building Trades, Electronics, Health Services, Machine Shop, Welding.**

2. **Veep Materials and Services: A Catalog of Sex Equity Resources.**

   They also have materials and catalogs from other clearinghouses and publishers. One of such is Women's Educational Equity Act Publishing Center, U.S. Department of Education, 55 Chapel St., Newton, MA 02160.

Networking - What To Do

Develop collaborative efforts with community social and service organizations in regard to retention efforts of nontraditional students.

Making It Work

1. Visit community agencies and determine what services each agency offers and what qualifies an individual for the services.

2. Be able to state what services vocational education can offer the agency and establish a foundation for crossover in-service of agency-vocational education.

3. Be visible at community decision-making meetings.
   a. Chambers of Commerce
   b. City Council Meetings
   c. Regional Manpower Advisory Councils
   d. Fund Raiser Meetings

4. Be prepared to take leadership roles, speak at meetings, and become a board member of one of the agencies as your visibility grows

Things To Think About

1. First, coordinate these collaborative efforts with the vocational director. He/she may be already involved in one of the agencies or know a contact person.

2. Even if you know that an agency does not provide services relevant to the population you serve, visit the agency anyway for public relations and community exposure.

3. Listen for key words these services as well as others use that may prove valuable to the retention of nontraditional vocational students.
   a. Vocational work sampling or vocational evaluation or work exploration
   b. Work experience
   c. Job counseling
   d. Maintenance (transportation, child care, housing)

A Plan For Action

Form a file card for each agency similar to the following and file in an accessible place.

NAME OF AGENCY:

ADDRESS: PHONE:

SERVICES PROVIDED:

QUALIFICATION OF CLIENTELE:

FUNDED:

SUGGESTIONS FOR COOPERATIVE EFFORT:

CONTACT PERSON

Networking - What To Do

Develop collaborative efforts with civic organizations in the community for retention of nontraditional students.

Making It Work

1. Find out when and where meetings are held and who is in charge. Arrange to be scheduled for a speaking engagement.

2. Investigate what groups are served by the organization and know about the people who comprise the group before speaking.

3. Join one of the organizations for community exposure and community involvement valuable to the students you serve.

Things To Think About

1. Coordinate efforts with the vocational director to determine your role in contacting community groups.

2. One of the most significant guidelines is to ask for business cards of those whom you are addressing who are particularly interested in your topic.

3. Determine from the philosophy of the vocational school and community whether to address directly or indirectly the topic of nontraditional groups.

A Plan For Action

1. Follow-up on the personal contacts you make at these meetings is valuable for potential resources to the vocational school.
   a. Nontraditional role models for class speakers, advisory council members, etc.
   b. Potential employers or work experience or cooperative classroom efforts.

2. Keep a card file of those contacts and organizations similar to the social and service organization collaborative effort form. (See Networking Strategy: Social and Service Organization.)

ACTIVITY MASTERS

APPENDIX

POLICY IMPLEMENTATION

-EXAMPLE-

GOAL PLANNING

Goal 1 _____

How will it be done? _____

Who is responsible? _____

Goal 2 _____

How will it be done? _____

Who is responsible? _____

Goal 3 _____

How will it be done? _____

Who is responsible? _____

Goal 4 _____

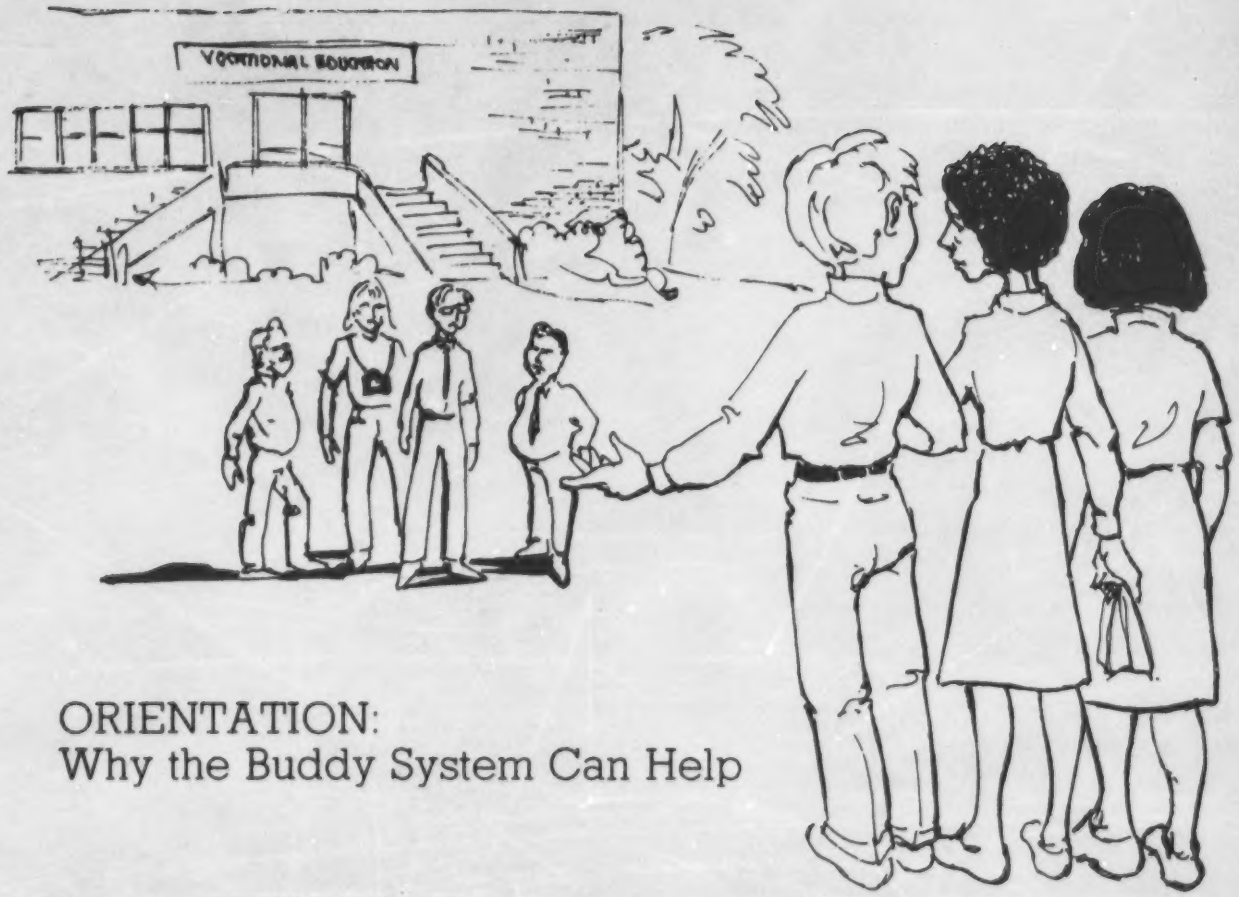
How will it be done? _____

Who is responsible? _____

ACTIVITY MASTERS

APPENDIX

IN-SERVICE



ORIENTATION:
Why the Buddy System Can Help

Introduce Students to Faculty, Staff and School

Show students around and get to know their schedules.

ORIENTATION:
Why the Buddy System Can Help

Give Students the Inside Scoop

What to Wear

What to Expect

Where to take Breaks

Talk to students before and after class

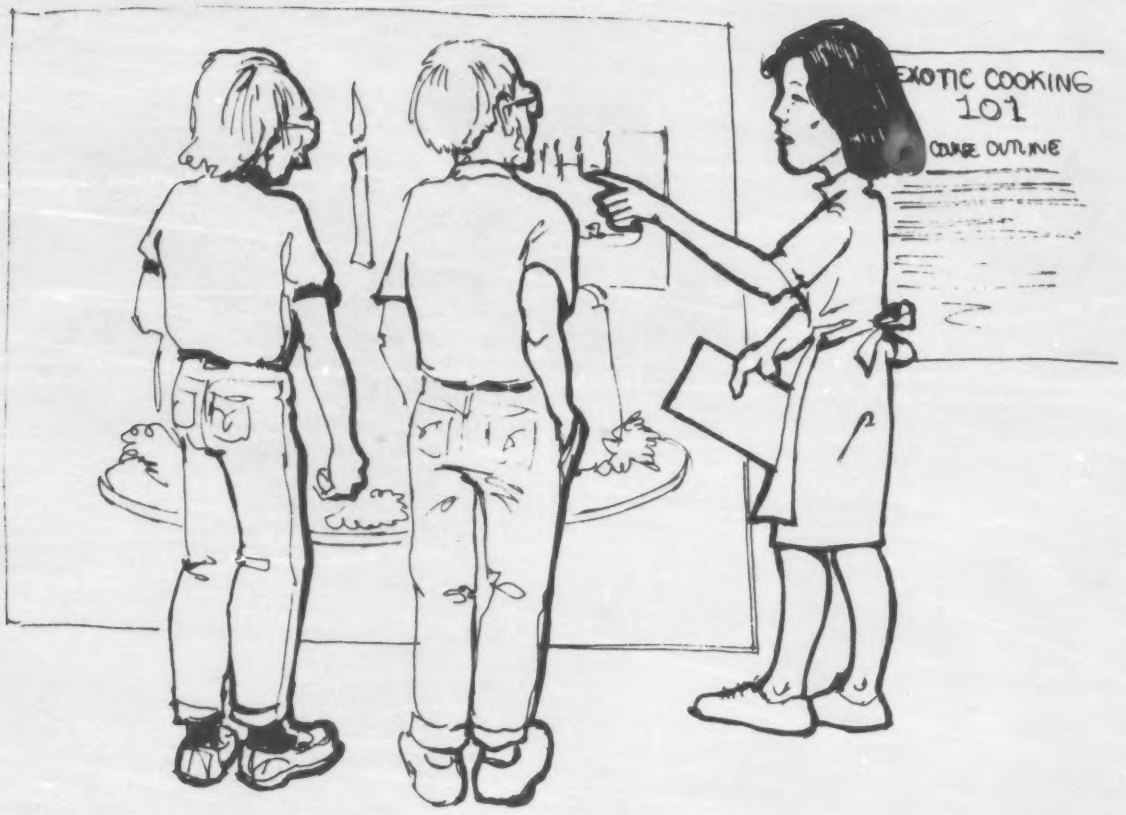
ORIENTATION:
Why the Buddy System Can Help

Give Students a Feel for the Class and Laboratory Layout

Machinery

Where tools and stock equipment are stored

Safety equipment, how to use it



ORIENTATION:
Why the Buddy System Can Help

Allow Students to get a Feeling for What is Expected in the Class

Show past projects

Describe activities that have been done

Talk about student organizations

ORIENTATION:
How Long and How Much

The First Few Days are Critical

Eat lunch with students if possible

Show students around between classes or breaks

Talk to students

Invite students to visit student organization meetings

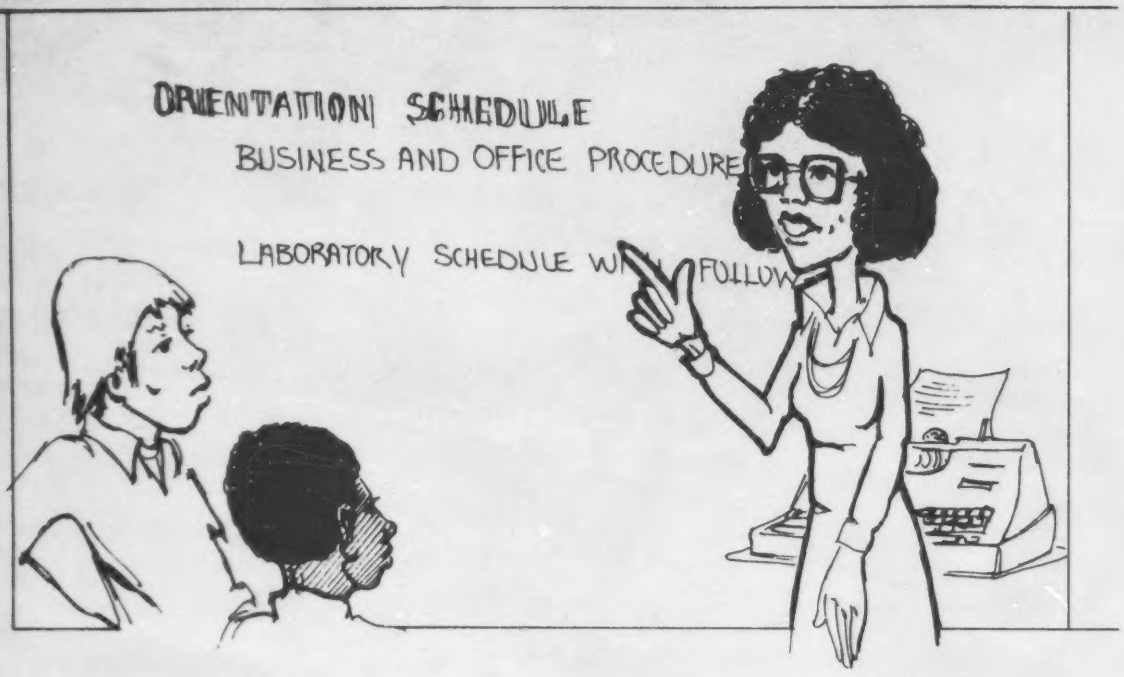
ORIENTATION:
How Long and How Much

Meet with Students to Establish a Schedule of Events

General Orientation

Safety

Lab-Class Expectations and Orientation



ORIENTATION:
How Long and How Much

Meet with Students to Establish a Schedule of Events

General Orientation

Safety

Lab-Class Expectations and Orientation

ORIENTATION:
How Long and How Much

Meet with Instructor for Regular Progress Reports

Who is the **Nontraditional Student**

Who is the Nontraditional Student?

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How Can Advisory Councils Assist Nontraditional Students?

Locate a local role model who would be willing to speak to groups or classes.

Establish an ad hoc steering committee to assist nontraditional students.

Laboratory and Shop Considerations for **Nontraditional Students?**

Safety-jewelry
no nonsense clothes
hair

Mechanical-safety signals
advantageous use of equipment

Facility-dressing rooms
clean-up area

The Advisory Council Can Act as a Support

Include a Nontraditional on the Council

Invite Students to the Work Place

Assist with Curriculum and Laboratory Adjustments for Equity

Hire Nontraditional Workers

ACTIVITY MASTERS

APPENDIX

CURRICULUM SUPPORT

SCRIPT/PICTURE WORKSHEET

SLIDES	SCRIPT

-SAMPLE-

Letter To Students Informing Them of Support Group Existence

Dear_____,

I would like to invite you to join a support group for students who are majoring in non-traditional programs. In this group, you will be brought together with other students who support one another by talking about what it is like to have made a non-traditional career choice.

Every meeting will be held at varying times on different days. This is so that you won't miss any one academic class more than twice during the school year. Some of the meetings will cover the following areas:

- student discussions of actual experiences in shop
- information on what laws exist to protect you by guaranteeing equal education and employment opportunities
- information about affirmative action--what it is and where to go for legal help if you feel you are being discriminated against
- introduction to men and women who work in non-traditional occupations
- information on sexual harrassment, sex bias, and sex role stereotyping--what they are and what can be done about them.

The support group plans a meeting regularly each week, and so has scheduled the first meeting for _____, at _____. Please fill out this form to let us know whether or not you would like to join the support group, and return it to me immediately at _____. I look forward to seeing you at the meeting!

If you would like additional information, please feel free to contact me at my office. Thank you

Sincerely,

_____

_____

Please check one:

_____ Yes, I'd like to join the support group.

_____ No, I'm not interested.

_____ Yes, I'm interested, but cannot attend the first meeting. Please let me know of the next meeting.

Name:

Shop:

Taken From:
Project Scope. Shawsheen Valley Technical School. Billerica, MA.

-SAMPLE-

Questions for the First Support Group Meeting

1. What made you choose your vocational class?

2. Had/has anyone influenced your decision to pick a vocational class?

3. How do your parents feel about your choice of a non-traditional vocational education class?

4. How do your friends feel about your choice?

5. In your opinion, how does your teacher feel about your being in a non-traditional vocational education class?

6. Do you like your class? Why/why not?

7. How do your fellow students treat you?

8. Do you feel you are being treated fairly in your vocational class?

9. From whom do you receive support?

10. What are the advantages/disadvantages of being in your vocational class?

Taken From:

Project Scope. Shawsheen Valley Technical School, Billerica, MA.

-SAMPLE-

Support Groups

End of the Year Evaluation Questionnaire

We'd like your opinions so that the group can serve you better. Please think over the items listed below and write your comments. Thank you.

What's the best way for us to let you know when and where the meetings take place?

_____ Daily bulletin

_____ Passes given out to you by your homeroom teacher

_____ Other

Do you think the support group is too big? If you do, how do you suggest we split it up?

_____ By vocational class

_____ By grade

_____ Other

What do you think we should do at the meetings?

_____ Have speakers

_____ See films

_____ Talk over problems/do peer counseling

_____ Other

What were the things we did this year that you liked the best?

What were the things we did this year that you liked the least?

Can you suggest any ways in which we can get the rest of the students majoring in nontraditional vocational classes to come to the support group?

Do you have any other comments concerning the group?

Taken From:

Project Scope. Shawsheen Valley Technical School, Billerica, MA.

ACTIVITY MASTERS

APPENDIX

SELF AWARENESS

SELF AWARENESS INVENTORY

Testing/Work Sampling

1. If you decided to take the aptitude tests or the work samples, what kinds of feelings did you have before and after the administration of the test or sample?
   a) Were you nervous or tense (knowing that you should score okay?)

   b) Were you embarrassed or did you have feelings like, "I really shouldn't be here; I feel better in my office!"?

   c) Did you think any of the tests were slightly unfair - particularly in their norming?

   d) Did you experience frustration in some of the testing?

1a. You are asked to speak to a group of nontraditional students (or any students who may face the same circumstances). What can you say to better orient them make them feel better?

Mini Course/Substitution/One day Vocational Experience

2. If you decided to become involved in one of the vocational classes, think through and answer the following questions.

   a) Did you have the feeling everyone was watching you? If so, how did you handle it? i.e. laugh and shrug it off?

   b) Did you feel comfortable asking the instructor questions?

   c) In some of the vocational areas that are less familiar to you, did you feel ill at ease with some of the tools, forget terminology, etc.?

   d) What were other students' reactions to you? Did they ignore you? Ask what you were doing there? Laugh? Help you? Make things hard?

2a. You are asked to give a talk to vocational instructors on retaining the nontraditional student. You want them to understand how the students feel coming in to the class. What will you say to them?

2b. You also have established greater credibility with teachers and students. What are some of the feelings, receptions, etc. that you can alert a student to?

STUDENT OBSERVATIONS DURING THE TRIP

The purpose of this trip is to help you learn as much as possible about the jobs that you are going to observe. Therefore, we suggest that you notice the surroundings, ask questions, and take notes.

1. List as many jobs as you can see that seem to be going on at this job site.

2. Describe the people you see (sex, age, dress, etc.).

3. Describe one place or job here that you think might be fun or interesting to do and explain why.

4. What kind of working environment do you see here? Would it be pleasant to work here? Describe your impressions.

5. Do you see anything that you would not have expected to find here?

6. What did you like best about your visit here?

7. What did you like least about your visit here?

8. How much knowledge have you gained about this career area?

9. How much progress have you made in developing your ability to make a wise career choice?

10. Other comments? Suggestions?

Source:

Project WITS (Work in Technology and Science), at the Massachusetts Institute of Technology.

ACTIVITY MASTERS

APPENDIX

NETWORKING

Student Organization Assessment and Recommendations

Name of Student Organization: _____

Officers: _____ _____
president secretary

_____ _____
vice president treasurer

Recommendations: _____

_____

_____

Student Members: _____

_____

_____

_____

Recommendations: _____

_____

_____

Student Activities: _____

_____

_____

Recommendations: _____

_____

_____

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Sample Letter for Initial Parental Contact at Time of Registration

March 10, 1982

Mr. and Mrs. Evert Smith
916 Nogleton Ave.
Columbo, Missouri 75902

Dear Mr. and Mrs. Smith:

Recently, I was introduced to your daughter, Tina, who expressed interest in registering for Agriculture I at the Area Vocational School. I enjoyed visiting with Tina and I was excited at the prospect of having her at the school as one of our vocational students. After graduation, she will have many job opportunities in this community.

There are several students each year who sign up for classes which have predominately all boys or girls enrolled in them. We urge you to encourage Tina in this decision. She will receive support from this office, her teachers, and our resource personnel. If you have any questions or wish to discuss Tina's participation in vocational education further, please feel free to contact me.

Sincerely,

Jennifer Longwood

Jennifer Longwood
Vocational Counselor

-Sample Letter to Follow Up with Parent Night Activities-

November 6, 1982

Mr. and Mrs. Evert Smith
916 Nogleton Ave.
Columbo, MO 75902

Dear Mr. and Mrs. Smith,

I would like to personally invite you to Parents' Night at the Columbo Area Vocational School the night of November 16 from 6:30-8:00 p.m.. The session that may be of particular interest to you is the topic entitled, "Vocational Education - Equal Access for All Students." I will be personally involved in the group and will look forward to seeing you and other parents of nontraditional students.

Thank you very much.

Sincerely,

Jennifer Longwood

Jennifer Longwood
Vocational Counselor

-SAMPLE-

Flyer on Parents' Night

PARENTS' NIGHT AT COLUMBO AREA VOCATIONAL SCHOOL

November 16

6:30 - 8:00

1920 Lark Avenue West

6:30 - 7:00	Tours of Facility and Coffee
7:00 - 7:15	Opening Remarks
	Dr. Robert John, Superintendent
	William Gladner, Vocational Director
7:15 - 8:00	
Computer Processing Room Room 103	Topic: "Vocational Education - Equal Access For All Students"
Auto Mechanics Class Room 109	Topic: "Advisory Councils and You, Your Son's or Daughter's Involvement"
Agriculture Class Room 110	Topic: "Youth Organizations and How Parents Benefit"
Business and Office Room 105	Topic: "How to Meet Local Needs with Vocational Education"

Sample Letter to Follow Up Individually with Parents and Students
Immediately After Classes Begin

December 10, 1982

Mr. and Mrs. Evert Smith
916 Nogleton Drive
Columbo, Missouri 75902

Dear Mr. and Mrs. Smith:

We are pleased to have Tina as one of the few women in our Agriculture Program at the Columbo Area Vocational School. Classes have just begun and we are beginning to meet individually with parents in order that they might take a tour of the class and lab areas where their son or daughter is enrolled.

I would like to schedule you to come on Wednesday, December 20. If you could, please arrange an hour between 7:30 a.m. to 5:00 p.m. and tell Tina. I will be available all day.

Thank you so much. I look forward to being with you.

Sincerely,

Jennifer Longwood

Jennifer Longwood
Vocational Counselor

PANEL RESPONSIBILITY OUTLINE

THE MAJOR PRESENTATION AS A PANEL

Each panel member should focus on the following ideas.

1. Vocational Director/Administrator
   - program offering determination
   - employment opportunities
   - past student statistics - male/female

2. Vocational Instructor
   - curriculum content determination - advisory councils
   - facilities - male/female
   - employment opportunities, earnings, male/female

3. School Principals
   - cooperative efforts in enrollment - male/female
   - transportation, scheduling
   - supportive curriculum - male/female

4. Vocational Counselor
   - support services to students - male/female
   - placement opportunities
   - wrap up - summarize and emphasize nontraditional students

The vocational counselor should open panel discussion, introduce participants, and summarize comments. The counselor should allow time for question/answer period from parents.

THE MAJOR PRESENTATION AS A PANEL

Each panel member should focus on the following ideas with set timelines. This panel will focus strictly on the nontraditional student.

1. Student (nontraditional)
   - the class, any noted adjustments
   - employment possibilities
   - vocational club, organization involvement

2. Parent
   - what support was given?
   - involvement in the vocational education process
   - personal feelings

3. Vocational Instructor
   - adjustments made in class, lab, instruction
   - employment prospects

4. Vocational Counselor
   - support services to nontraditional student
   - wrap up

The vocational counselor should, again, open panel discussion, introduce each participant, and summarize. The counselor should allow time for question/answer period for parents.

PRESENTATION QUESTIONNAIRE

Instructions: Please complete the following questionnaire by checking the response that closely expresses your feelings. Use the following rating scale: SA - Strongly Agree, 5; A - Agree, 4; N/O - No Opinion, 3; D - Disagree, 2; SD - Strongly Disagree, 1.

	SA	A	N/O	D	SD
1. You think more highly of vocational education as a result of this discussion.	5	4	3	2	1
2. You think that women in vocational education are given equal opportunity to achieve as a result of the efforts of vocational staff and personnel.	5	4	3	2	1
3. You think that the supportive services (counseling, support classes, placement) assist those students not ordinarily found in vocational education.	5	4	3	2	1
4. You think that vocational instructors give as much attention to students not ordinarily found in vocational education classes as to regular students.	5	4	3	2	1
5. You think that school administrators are supportive of students who enroll in classes where they may be the only male or female.	5	4	3	2	1
6. You think that students who are the only male or female in their class feel comfortable after a few days of the class.	5	4	3	2	1
7. You think, as a result of this discussion, that if your son or daughter wished to take a vocational class of this nature, you would feel they would get support from all aspects of education.	5	4	3	2	1
8. As a result of this discussion, you would be willing to assist the vocational school with efforts to improve its present offerings to students.	5	4	3	2	1
9. As a result of this discussion, you will take extra measures to point out all career options to your children rather than selected roles for females and/or males.	5	4	3	2	1
10. You would like to see additional information dealing with young people enrolling in vocational programs.	5	4	3	2	1